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ABSTRACT

This bibliography with abstracts has been compiled from documents in the ERIC microfiche collection and from journal literature. The abstracts of selected documents have been taken from "Research in Education" and journal citations have been taken from the "Current Index to Journals in Education." The material contained in the bibliography concerns one of the following subject areas: Self-Concept Formation and Implications for Education; Self-Concept and Racial Attitudes; Programs that Focus on Developing Self-Concept; and Enhancing the Preschooler's Self-Image in the Classroom. A few additional references are provided for the reader, and ordering information is given. (DB)

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SELF-CONCEPT DEVELOPMENT: AN ABSTRACT BIBLIOGRAPHY

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Foreword

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 19 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents, CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) also distributes a free, current awareness newsletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

Introduction

One of the challenges of teaching is to send each pupil home in the afternoon valuing himself more than when he arrived in the morning. Over recent years, an increasing amount of evidence has accumulated to prove that cognitive development is inseparable from personality development. Because the beginnings of self-awareness and self-esteem have their roots in very early childhood, many educators have come to realize that, in order for early childhood programs to have maximum impact, direct attention must be paid to the development of the self-image, in particular, self-esteem. This is especially true when considering the disadvantaged child who often comes to school with a poorly developed self-concept.

This bibliography has been compiled to alert educators to self-concept development in young children. This compilation is made through documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from Research in Education (RIE) and journal citations from the Current Index to Journals in Education (CIJE). Included are published and unpublished studies focusing on self-concept formation with implications for education, self-concept and racial attitudes, past or existing programs that focus on development of self-concept and several guides to enhance the preschooler's self-image in the classroom.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from the ERIC Document Reproduction

Services (EDRS) in either of two forms, microfiche (MF) or hard copy (HC). Each entry is assigned an ERIC document (ED) identification number, which appears after the title information. Directions for ordering are given on the last page of the bibliography. Journal citations have an (EJ) identification number.

A few titles are not available through EDRS but must be ordered from the publishers, and addresses and prices are listed with each of these citations.

A. Self-Concept Formation and Implications for Education

From Microfiche Collection (RIE)

1. Coller, Alan R. The Assessment of "Self-Concept" in Early Childhood Education. Apr 71, 79p. ED 050 822

   *Early Childhood Education; *Evaluation Techniques; *Measurement Instruments; *Self Concept; *Tests; Literature Reviews

   This paper (1) reviews the literature and examines historically some of the more important theoretical highlights that pertain to both self-as-subject and self-as-object definitions of self, (2) briefly describes and discusses the various assessment approaches designed to assess "self concept" in young children according to a specially developed classificatory schema, (3) enumerates suggestions to aid the future evaluation of children in early childhood education programs. Extensive references are provided.

2. Coopersmith, Stanley. Implications of Studies on Self-Esteem for Educational Research and Practice. Feb 69, 25p. ED 033 742

   *Psychological Studies; *Educational Strategies: *Self Esteem Self Concept; Motivation; Stress Variables; Self Reward; Peer Acceptance; Psychological Characteristics; Psychological Needs; Learning Characteristics; Reinforcement

   The research of this author indicates that the development of high self-esteem (defined as the good-bad dimension of self-concept) is associated with (1) acceptance, (2) clearly defined limits and moderately high goals, and (3) respectful treatment. Such factors as status, income, and education are only related to high self-esteem if they are a part of an individual's personal definition of success. Since high self-esteem is correlated with need-achievement, which proves to be a self-fulfilling prophecy for success, and low self-esteem is correlated with fear of failure, which proves to be a self-fulfilling prophecy for failure, it is clear that our educational techniques should foster high self-esteem. Further, it has been shown that (1) self-motivation derives from seeing oneself develop competency (through internal feedback, not social approval), (2) stringent but reasonable early challenges facilitate development, and (3) the school situation can either hurt a student's self-esteem or equip him with the mechanisms to maintain it at a high level. Our present educational system hinges on the anxiety-provoking, self-esteem lowering reliance of the student on the teacher's approval, grades, and attention. A preferable alternative would shift emphasis

to self-motivation, based on high self-esteem. [Not available in hard copy due to marginal legibility of original document.]

3. Nagler, Sylvain; Hoffnung, Robert. Teacher Expectations, Children's Perceived Powerfulness and School Performance. Mar 71, 25p. ED 049 335

*Academic Achievement; *Performance Factors; *Self Concept; *Student Teacher Relationship; *Teacher Attitudes; Caucasian Students; Primary Grades; Psychological Studies; Student Behavior; Success Factors

The Children's Perceived Powerfulness Scale (CPPS) was administered to 1200 suburban elementary grade school children. At each of four grade levels, three classes were designated as High Powerful (HP) and three as Low Powerful (LP). Results indicate that children in HP classes were viewed more favorably by their teachers, obtained higher scores on standardized tests, and were judged to have fewer behavioral problems than children in LP classes. The results are discussed in terms of the characteristics of classroom structure and teacher roles which may facilitate or inhibit feelings of powerfulness and, consequently, school performance of elementary school children.

4. Nimnicht, Glen. Environmentally Deprived Children. [Jul 69], 10p. ED 039 937

*Disadvantaged Environment; *Home Conditions; *Compensatory Education; Childhood Needs; Cultural Differences; Intellectual Development; Self Concept; Environmental Influences

This paper discusses the meaning of environmental deprivation, specifically the effects of racial, ethnic, and cultural differences on education. Objectives are also given for a Head Start and Follow Through program. A child is environmentally deprived to the extent that he has not developed his intellectual ability and a positive self-image. Environmental deprivation is often caused by a limited quantity and poor quality of interaction between a child and adults, particularly his parents. The quality and the amount of interaction are reduced by conditions prevalent in poor homes: (1) parents' low educational achievement, (2) absence of the father in the home, (3) a large family, (4) a crowded home, (5) a high rate of physical and mental illness, and (6) a parental attitude of psychological defeat. All of these factors contribute to limited intellectual development and a negative self-concept. Because schools are oriented to the white middle class, they fail to respond to the life style, values, and culture of minority group children. Head Start and Follow Through should respond to minority groups and focus on developing sensory and perceptual acuity, concept formation

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and problem solving ability, and language competence. Home involvement is also needed. Programs should respond to the child's needs and involve the family in a meaningful way.

From Journal Literature (CIJE)

1. Gordon, Ira J.. The Beginnings of the Self: The Problem of the Nurturing Environment. Phi Delta Kappan, v50 n7, pp375-378, Mar 1971. EJ 003 052

*Self Concept; *Early Childhood; *Behavior Development; *Child Development; Cognitive Processes; Learning; Learning Processes; Personality Development; Psychology; Psychological Characteristics

The origins of self-concept lie in the early years. If these early years are crucial in determining school performance through the mechanism of the self-concept, then society cannot shrug off its responsibility. The creation of nurturing environments during early childhood is necessary so that children's concepts of themselves may possibly emerge as positive. What is needed is education so designed that parents can provide children not only with an affective climate which tells them they are loved and worthy, but also with a cognitive climate that allows the child to be competent as well as feel loved. Adequate self-esteem is hypothesized to require this combination.

2. Purkey, William W.; and Others. Self-Perceptions of Pupils in an Experimental Elementary School. Elementary School Journal, v71 n3, pp166-171, Dec 1970. EJ 028 239

*Traditional Schools; *Ungraded Elementary Programs; *Self Concept; *Comparative Analysis; Team Teaching; Instructional Innovation; School Environment;

3. Long, Barbara H.; Henderson, Edmund H. Social Schemata of School Beginners: Some Demographic Correlates. Merrill-Palmer Quarterly, v16 n4, pp305-324, Oct 1970. EJ 030 713

*Self Concept; *Role Perception; *Social Relations; Grade 1; Social Class; Race; Social Differences; Minority Group Children

4. Myrick, Robert D.; Haldin, William. A Study of Play Process in Counseling. Elementary School Guidance and Counseling, v5 n4, pp256-265, May 1971. EJ 037 060

*Elementary School Counseling; *Play Therapy; *Toys; *Self Concept; *Behavior Rating Scales; Elementary School Counselors; Instructional Materials; Classroom Environment

This study suggests that elementary school counselors can bring about positive changes in a child and his classroom behavior by providing a positive relationship and an environment where the child can explore his ideas and feelings through his most natural medium of expression, that of play.

B. Self-Concept and Racial Attitudes

From Microfiche Collection (RIE)

1. Golin, Sanford. The Self-Esteem and Goals of Indigent Children. Progress Report. Nov 69, 14p. ED 036 586

   *African American Studies; *Elementary School Students; *Identification (Psychological); *Negro Achievement; *Poverty Programs; Art Education; Black Community; Disadvantaged Youth; Junior High School Students; Music Education; Self Concept; Social Studies

The general goal of this project is to develop courses of study which will be effective in increasing the self esteem, goals, and related behavior of black children who attend black schools. This project addresses itself to three interrelated programs which will be carried out by black people from the black community. The programs are: (1) instruction in black history through art, drama and music; (2) field trips which provide interaction with black "work models" on the job; and (3) activity groups: a program of continuing interaction with a variety of "lifemodels" who are productive members of the community. The progress report discusses a summer pilot program in black history and culture offered to elementary and junior high students and full year programs in African and Afro-American music, dance, art, and social studies instituted in three elementary schools in Pittsburgh.

2. Geiger, Edwin [illegible]; Epps, Edgar G. Effects of Social Class Integration of Preschool Negro Children on Test Performance and Self-Concept. Final Report. Jun 70, 18p. ED 050 831.

   *Social Integration; *School Integration; *Social Class; *Preschool Children; *Negro Youth; Test Results; Self Concept; Peer Groups; Lower Class; Middle Class

This study, designed to assess the effects of social class integration, tested the following hypothesis: Preschool age black children from middle class socioeconomic (SES) backgrounds will not be adversely affected by attending a daily program with a smaller group of black peers from lower SES backgrounds. A pre- and posttest battery administered to all the subjects included the Stanford-Binet Intelligence Test, the Illinois Test of Psycholinguistic Abilities (ITPA), the Caldwell Preschool Inventory, and the Brown IDS Self-Concept Referents Test. The subjects were black children, 46- to 57-months-old at the beginning of the study, divided into three classroom groups: an experimental group

of 10 middle class and five lower class children, a middle class control group (N=15), and a lower class control group (N=15). Results for the Binet, ITPA, and Self-Concept Test support the hypothesis; results for the Caldwell Preschool Inventory do not. Because of the small size of the groups studied and the presence of confounding factors in the design, the results are viewed as tentative.

3. Porter, Judith D. R. Black Child, White Child: The Development of Racial Attitudes. 71, 287p. ED 049 328 [Not available from EDRS]

*Childhood Attitudes; *Interaction; *Preschool Children; *Racial Attitudes; *Self Concept; Attitude Tests; Bias; Caucasians; Negro Youth; Play; Preschool Learning; Racial Recognition; Self Esteem; Socioeconomic Status

In Part One of this study of both racial attitudes in and the influence of race on social interaction between preschool children, "The Acquisition of Racial Attitudes," there is a discussion of mechanisms of racial attitude transmission, and a review of other studies. Part Two, "Sociological Correlates of Racial Attitude Formation," describes the methods of inquiry used, including the TV-Story Game, an analysis of doll choice by race and age, and social class, contact, and shade of skin color as correlates of racial attitude formation. Part Three, "The Effects of Racial Attitudes on Personality and Interaction," discusses racial self-concept, the personal dimension of self-esteem, and actual playmate choice in a desegregated setting. Part Four focuses on the implications of the data for theory, research, and public policy. The coding scheme for comments and free play, and self-portrait and story code sheets are appended.

4. Soares, Louise M.; Soares, Anthony T. Self Concepts of Disadvantaged and Advantaged Students. Sep 70, 7p. ED 042 871

*Culturally Advantaged; *Culturally Disadvantaged; *Elementary School Students; *Secondary School Students; *Self Concept; Analysis of Variance; Perception Tests; Test Results; Urban Schools

The specific intention of this study was to determine whether samples of disadvantaged students showed positive self-images (as had been shown by some previous research) and whether these are maintained when disadvantaged children move out of their neighborhood schools to the more integrated environment of the high school. Seven hundred and seven subjects from an urban school system used in the study were comprised of 309 disadvantaged students (138 in elementary school, 171 in secondary school; 184 boys, 125 girls) and 398 advantaged students (186 elementary, 212 secondary; 199 boys, 199 girls)--the criterion of "disadvantage" having been defined according to family income (less than $4,000 per annum), welfare aid status, and housing in low-rent or sub-

sidized tenements. A self-perception instrument using 40 bipolar traits expressed in sentence form were presented to the subjects. An analysis of variance statistical design was applied to the index scores obtained. The results showed that disadvantaged children of all ages had higher self concepts than advantaged children, but that disadvantaged high school students were not as high in self concept as disadvantaged children at the elementary school level. Tables of test results are appended.

5. Strickland, Dorothy S. A Program for Linguistically Different, Black Children. Apr 71, 13p. ED 049 355.

*Language Development; *Language Research; *Negro Dialects; *Negro Youth; *Self Concept; Kindergarten Children; Oral Communications; Reading Readiness

The exposure of linguistically different black kindergarten children to a special literature program was undertaken to test its efficacy as a preventive approach to reading failure. There were 94 subjects (45 in an experimental group and 49 in a control group) in four schools located in lower income urban areas. The program demonstrated a successful method of expanding their language repertoire to include standard English (as opposed to language substitution or subjugation of one dialect for another), allowing the experimental group to make gains exceeding those of the control group.

From Journal Literature (CIJE)

1. Newton, Eunice S.. Bibliography in the Development of Minority Group Self Concept. J Negro Educ v38 n3, pp257-265, Summer 69. EJ 009 862.

*Self Concept; *Minority Group Children; *Relevance (Education); *Negro Youth; *Bibliotherapy

Bibliotherapy is suggested as an effective method of developing positive self-concept in minority group children. Book lists, catalogs, and periodicals containing Afro-American literature are listed.

2. Durrett, Mary Ellen; Davy, Achsah J. Racial Awareness in Young Mexican-American, Negro and Anglo Children. Young Children, v26 n1, pp16-24, Oct 70. EJ 028 926

*Racial Recognition; *Self Concept; *Racial Attitudes; *Ethnic Studies; Mexican Americans; Racial Differences; Negroes; Preschool Children; Caucasians; Comparative Analysis

3. Carlson, Ruth Kearney. Raising Self-Concepts of Disadvantaged Children through Puppetry. Elem Engl v47 n3, pp349-55, Mar 70. EJ 015 385

*Self Concept; *Disadvantaged Youth; *Theater Arts; Creative Dramatics; Learning Readiness; Role Playing; Student Motivation; Teaching Techniques

The therapeutic value of creative dramatics (such as puppetry) is emphasized as a means of fostering positive self-images in disadvantaged pupils. Specific types of puppets are described and references with information on their construction is included. Suggestions on the possible content and uses of puppet plays are included.

4. Hirsch, Jay G.; Costello, Joan. School Achievers and Underachievers in an Urban Ghetto. Elementary School Journal, v71 n2, pp78-85, Nov 70. EJ 027 614

*Self Concept; *Academic Achievement; *Underachievers; *Negro Youth; *Personality; Interpersonal Relationship; Ghettos; Lower Class

In a study of 23 black ghetto boys and girls, the variables rated most important for distinguishing between achievers and underachievers were the nature and quality of the children's interpersonal relationships and self-concepts.

C. Programs that Focus on Developing Self-Concept

From Microfiche Collection (RIE)

1. Bergstein, Patricia. A Study in Child Care (Case Study from Volume II-A): "Hey, Georgie Get Yourself Together." Day Care Programs Reprint Series. Nov 70, 39p. ED 051 902

*Day Care Programs; *Day Care Services; *Industry; *Financial Support; *Instructional Staff; Organization; Program Descriptions; Fees; Emotional Development; Social Development; Self Concept

AVCO printing plant, a private industry, has provided the financial and corporate support for the day care center described in this booklet. The population served by the center is 88 percent black and 12 percent white. Admission does not depend upon income, employment at AVCO, or personal background but is on a first-come, first-served basis, provided parents can pay the moderate rates. The primary concern of the staff is the promotion of the social and emotional development of the children, who range in age from 1 to 5 years. Emphasis is placed on positive self-image, self-reliance, friendly interaction, and a flexible atmosphere. The codirectors spend about half time working directly with the children rather than confining themselves strictly to administration. Staff organization is democratic, friendly and informal. The center is not involved in social service work, parent education, or community organization. However, a state social worker visits the center bimonthly to consult with staff and parents on special child problems. The history, organization, people served, staff, and budget are described and the appendix gives additional illustrative materials.

2. Coller, Alan R.; Guthrie, P.D. Self-Concept Measures: An Annotated Bibliography. Apr 71, 11p. ED 051 305

*Annotated Bibliographies; *Early Childhood Education; *Preschool Tests; *Self Concept; *Self Concept Tests; Attitude Tests; Grade 1; Grade 2; Grade 3; Personality Tests; Self Evaluation; Testing; Test Reliability; Test Selection; Test Validity

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests.

3. Webster, Murray A., Jr.; and Others. Combining Sources of Evaluations: Six Alternative Models. Apr 71, 44p. ED 051 309

*Cognitive Processes; *Information Processing; *Information Theory; *Self Concept; *Self Evaluation; Ability; Comparative Analysis; Decision Making; Expectation; Mathematical Models; Predictor Variables; Rating Scales; Student Evaluation

Six alternative models of the ways in which individuals accept and organize information from potential sources are proposed. Parameter estimates were obtained from experiments testing the effect of evaluations of performance upon an individual's conception of his own, and others', ability to perform specific tasks. Then the models were tested against data from an independent set of experiments. Results of the tests favor a simple additive model. Possible application of the models to extensions of this experimental situation and to natural settings are discussed. Two results with implications for education are: (1) it is the perceived ability of the evaluator which determines his effectiveness and (2) evaluators with perceived low abilities tend to be more effective at lowering self-evaluation than at raising it.

4. Deschin, Celia S. They Can Communicate: Self-Image Evaluation. Jun 70, 81p. ED 050 514

*Demonstration Projects; *Exceptional Child Research; *Physically Handicapped; *Self Concept; *Test Construction; Measurement Techniques; Social Work; Test Validity

As part of a 2-year demonstration project to evaluate the effect on the mental health of physically handicapped children placed in organized group activities with their nonhandicapped peers, two research instruments were used. The monograph discusses one of the instruments, the Self-Image Evaluation. A synopsis of the project is provided; and a brief history of the Self-Image Evaluation is included. Use of the testing tool with handicapped and nonhandicapped children, children in foster home care, and in the children's integration study is reported. Illustrations of the use of the testing device taken from the demonstration project are also included. The test's applicability to social work practice, shows that children can communicate indirectly for instance, through no response to questions that are disturbing, and suggests that it is important that what the child reveals through the test be obtained before too much credence is attached to the parent's presentation of the child's problem. The second research technique, the Comprehensive Family Rating technique, is discussed in EC 032 229. A detailed presentation of the entire demonstration project is found in EC 032 330.

5. Development of Self-Concept of Public School Children. Report of

Planning Grant 1966-67. Jun 68, 46p. ED 027 574

*Elementary School Students; *Pilot Projects; *Program Development; *Self Concept; Community Role; Information Dissemination; Inservice Programs; Measurement Techniques

Procedures developed during a pilot study of self concept in first grade students were applied to all first grade students in the project area. Programs developed for each of the following areas are described: (1) recognition and identification of characteristics of the self concept, (2) determination of how these characteristics are developed, (3) improvement of self concept in children of all ages, (4) evaluation criteria for measuring change in self concept, (5) measurement of effects of self concept change on academic achievement and social change, (6) in-service training for professional educators (7) community involvement, (8) operational program formulation, and (9) dissemination of information related to the program. This study was funded under a Title III, Elementary and Secondary Education Act grant.

6. Evaluation of Selected Components of: A Supplementary Center for Early Childhood Education. Sep 68, 53p. ED 032 927

*Early Childhood Education; *Preschool Programs; *Nongraded System; *Program Evaluation; *Public School Systems; Program Descriptions; Program Administration; Teacher Aides; Team Teaching; Questionnaires; Teacher Attitudes; Administrator Attitudes; Resource Teachers; Staff Role; Teacher Role; Cluster Grouping

In evaluating the effectiveness of a supplementary center for early childhood education it was hypothesized that a nongraded organizational structure would allow for an orderly and meaningful transition from preschooler type play activities to the more formalized learning of the primary age child. It was also believed that a school's primary objective is the building of a healthy self-concept in every child. The study called for the use of interview data, observational data, and interview questionnaires. The data indicated that teachers felt the program did provide an opportunity for the staff to achieve a greater understanding of the developmental needs of individual children, and enabled them to identify potential problem situations, as well as evaluate children's progress. Teachers also reported that the program helped children to develop a positive self-concept, especially the older children, who developed good peer relationships and experienced success. Teachers expressed concern that the program did not allow enough time to work with the individual young child. They felt that the greatest variation in ability, interest, and maturity occurred between the 5-and 6-year-olds.

7. How He Sees Himself. Follow-up Study. [68], 19p. ED 040 433

*Followup Studies;*Kindergarten Children; *Psychological Evaluation; *Self Concept; *Self Esteem; Elementary School Students; Experimental Programs; Psychological Testing; Research

This document is an extension of a previous study undertaken to determine whether a modified curriculum that would affect children's self-concept could be developed. The subjects for the research program were children from two kindergarten classes located in disadvantaged areas. Three tests were administered: (1) Stanford-Binet Intelligence Scale, Form L-M; (2) Geometric Designs; and (3) Draw-A-Man. Eight months later the same tests were given. Both batteries of tests were administered to an experimental class and a control class. The results of the evaluation indicate that the innovations and curriculum changes introduced into the model experimental class were very effective. After eight months the children demonstrated increased skill on motor-visual tasks, greater fluency in vocabulary and oral communication, and an apparent awareness of themselves and their peers. Discussed are factors contributing to the children's gains. Also included are two guides, one for improvement of self-concept and another for language development.

8. North, Robert D.; and Others. Pre-Kindergarten Program, 1968-69. Evaluation Report for the Project. Oct 69, 117p. -ED 046 511

*Preschool Programs; *Compensatory Education; *Program Evaluation; *Evaluation Techniques; *Program Descriptions; Teacher Aides; Teacher Evaluation; Parent Participation; Followup Studies; Self Concept; Tables (Data); Intellectual Development; Negro Youth; Spanish Speaking; Low Income Groups

The objectives of the Pre-Kindergarten Program were to give children in poverty areas of New York City opportunities for intellectual growth that would improve their later classroom performance, help them attain a positive self-image and a sound attitude toward learning, increase parental interest in their children's school progress and improve home-school cooperation. Of the 9,240 children enrolled 49% were Negro and 40% were Spanish-speaking. For program evaluation, questionnaires were completed by pre-kindergarten teachers and paraprofessionals, by kindergarten teachers, and by parents. Sample pre-kindergarten and kindergarten classes were observed and tested, to determine whether children who had attended pre-kindergarten differed from others, and how well the kindergartens build upon children's earlier learning experiences. Special evaluative instruments, the Pre-Kindergarten Inventory and the Kindergarten Inventory, were developed. The most significant result of the program was the pupils' success in learning basic concepts and fundamental discriminations helpful in later school work. It is recommended that the program be continued and extended to more children in poverty areas.

9. O'Farrell, Brigid. A Study in Child Care (Case Study from Volume II-A): "Life is Good, Right? Right!" Day Care Programs Reprint Series. Nov 70, 57p. ED 051 901

*Day Care Programs; *Day Care Services; *Community Involvement; *Curriculum Development; *Child Development; Organization; Program Descriptions; Educational Methods; Staff Improvement; Training; Self Concept; Negro Youth; Ghettos

Housed in structures formerly used by a church, the 5th City Preschool is located in one of Chicago's poorest black ghettos. The 228 infant-to-kindergarten-age children (78% Black, 22% White) are all from families living in the 5th City area. The program emphasizes the development of the total child and concentrates on helping children to build a strong self-image. The curriculum encompasses reading, language, math, writing, drama, musical instruments, architecture, poetry, sculpture, prose, songs, and pictorials. A stable daily sequence of events is followed. To create structured relationships within a class, children are given practical roles and jobs, wear uniforms, march in groups, sit, wait and stand together. Daily teacher meetings are held on curriculum planning and training. The program is an important segment of a comprehensive community reformation experiment and personnel will gradually be replaced by community members. Sponsored by the Church Federation of Greater Chicago, other centers operated on the same basis are located in 18 other cities including Bombay, India, Sidney, Australia, and Hong Kong. The directors of these schools are trained at the 5th City Preschool. Information is included on organization, staff training and resource use.

10. O'Farrell, Brigid. A Study in Child Care (Case Study from Volume II-A): "A Rolls-Royce of Day Care." Day Care Programs Reprint Series. Nov 70, 43p. ED 051 895

*Day Care Programs; *Day Care Services; *Labor Unions; *Language Development; *Intellectual Development; Program Descriptions; Organization; Ethnic Groups; Industrial Relations; Trusts (Financial); Health Programs; Self Concept; Self Control; Television

This center is an independent trust established through a collective bargaining agreement between the Amalgamated Clothing Workers of America, AFL-CIO, and the employers of the garment industry. The free center, open from 6:00 a.m. to 6:00 p.m., is located near the Chicago garment industries to minimize transportation problems for parents. No attempt is made to determine family income and the sole criterion for admittance is union membership. The center places primary emphasis on intellectual and language development to prepare its students to enter public schools. It also seeks to develop self-reliance, a strong self-image, and inner controls, and emphasizes the presentation of positive ethnic models and attitudes for the Black, Chicano, Puerto Rican, and Anglo children. The

free health program is supplemented by a nutrition program of breakfast, hot lunch and snacks. The 60 children are divided into four classrooms with one teacher and one assistant teacher serving each group. Information is provided on policy making, center and staff organization, use of resources, parent, teacher, and observer comments. An appendix includes a daily classroom schedule, sample menu, child progress report and a union pamphlet.

11. Purkey, William W.; Graves, William. Self-Perceptions of Students Enrolled in An Experimental Elementary School. Mar 70, 8p.
ED 037 794

*Educational Environment; *Elementary School Students; *Self Concept; *Self Esteem; *Self Evaluation; Academic Achievement; Child Development; Innovation; Ungraded Elementary Programs

The study explores the impact of an innovative, learn-teaching, completely ungraded elementary school on the professed self-esteem of students in that school. The experimental school was heavily oriented toward a humanistic approach to education and stressed success experiences for all children, elimination of academic failure and yearly detention, and maximum freedom for exploration. A neighboring elementary school with conventional grade levels and self-contained classrooms, was selected for comparison. Two hypotheses were tested: (1) Students enrolled in the experimental school will evidence greater self-esteem than students enrolled in the comparison school, and (2) as grade level increases, so will measured differences in self-esteem between the two groups of students. 25 self-referent statements worded for children from ages eight through ten were tested on subjects from the comparison school and the innovation school. The mean scores by grade and school and analysis of variance for experimental and control groups verified the hypotheses. The study also indicated that prolonged exposure to the innovative school environment had a positive influence on the professed self-esteem of children from ages eight to twelve.

12. Purl, Mabel C.; Curtis, Jonathan. A Look at Combination Class Effects at Emerson Elementary School. McAteer Project M9-14. May 70, 13p.
ED 042 863

*Cross Cultural Studies; *Early Childhood Education; *Eductional Innovation; *Racial Attitudes; *Self Concept; Achievement Rating; Anxiety; Caucasian Students; Multigraded Classes; Negro Students; Perception Tests; Race Relations; Statistical Data; Test Results.

This study was conducted in the Emerson Elementary School of the Riverside Unified School District, California, which operates multi-grade (combination) and single grade (non-combination) classrooms in the early childhood department and also special programs to improve interracial understanding. The study explores the effects of student participation

in combination classes on: (1) achievement; (2) anxiety; (3) perceived attitudes of others toward self; (4) self-attitude; (5) racial interactions; and (6) racial attitudes. Significant differences were found in relation to variables of anxiety, racial interactions, and racial attitudes: (1) pupils in combination classes were less anxious about school than pupils in non-combination classes; (2) blacks in combination classes were more likely to be chosen by non-black pupils as teammates, workmates, and seatmates than were blacks in non-combination classes; and, (3) combination class pupils perceived black male pictures as kinder and black children as happier than did non-combination class pupils, while non-combination classes perceived white male pictures as kinder than pupils in combination classes.

13. Rowe, Mary. A Study in Child Care (Case Study from Volume II-A): "All Kinds of Love -- in a Chinese Restaurant." Day Care Programs Reprint Series. Nov 70, 35p. ED 051 903

*Day Care Programs; *Day Care Services; *Community Control; *Community Organizations; *Educational Programs; Program Descriptions; Organization; Ghettos; Parent Participation; Self Concept; Social Action; Language Skills; Health Education; Field Trips; Ethnic Groups; Fees; Team Teaching

The West 80th Street Day Care Center represents a community effort to meet the needs of the children and parents in the ghetto area it serves. The heart of the program and a major reason for its success is the fact that the center is community-controlled, with an unusually high degree of parent involvement. To help improve the lives of whole families, not just the children in the day care program, the center is very involved in social action programs, counseling and referrals, offers help to older children, and acts in special emergency situations. The educational program is based on the premise that a child's education cannot be isolated from the social system in which it takes place. The children are taught about the dangers of drugs on the streets, and in all educational activities (which include many field trips) the center tries to link what the children see in the classroom with what they experience daily in the community. A special emphasis is placed on development of language skills and a good self image. In this report, background information is given on the center, and also details of program organization, staffing, and budget. Physical facilities are very poor (the center is located in an old restaurant), but through community efforts money has been raised for a new building.

14. Taylor, James R.; and Others. Mediated Interaction Through Television: With Self and Other. Apr 71, 16p. ED 049 649

*Interaction Process Analysis; *Inter-communication; *Research; *Self Concept;*Television; Behavior; Communication (Thought

Transfer); Feedback; Information Theory; Interaction; Models; Reactive Behavior; Self Congruence; Telecommunication

While the traditional role of television has been to transmit messages to mass audiences, more recent uses of television which allow face-to-face interaction may lead to new kinds of behavior by the parties involved. In an interactive situation, an individual's two types of tasks are presentational (presenting his own "line" or image) and responsive (providing feedback on the other individual's presentation). Based on a face-to-face interaction model of Irving Goffman, two experiments used television to manipulate the interaction. In the first, subjects watched themselves perform actions on television. The experimental group saw themselves after a delay of several seconds, the control group performed and watched simultaneously. The experimental subjects were surprised and discomforted, while the control group thought they looked as they had expected they would. This result supported the hypothesis that being presented with a "truer" self-image (one seen by others) was likely to be unpleasant. A second experiment examined whether believing a televisionally mediated situation to be responsive affects the way people feel about it and whether rules of face-to-face interaction carry over to the television medium. This experiment yielded thought-provoking but not significant results.

15. Tocco, T. Salvatore; Bridges, Charles M., Jr. Mother-Child Self-Concept Transmission in Florida Model Follow Through Participants. Feb 71, 34p. ED 047 079

*Elementary School Students; *Intervention; *Kindergarten Children; *Parent Child Relationship; *Self Concept; Caucasian Students; Economically Disadvantaged; Home Visits; Mothers; Negro Students

The purpose of this study was to: (1) examine the relationship of mothers' self-concept measures to children's self concept-measures; (2) analyze change in self-concept measures of children as a function of initial (beginning of school year) self-concept measures of mothers; and, (3) analyze change in self-concept measures of children as a function of change in self-concept measures of mothers. Self-concept measures were collected on 323 deprived mothers and their children. Canonical and factor analyses indicated that self-concept measures of mothers are related to self-concept measures of their children; and that beginning of school year self-concept measures of mothers are related to change scores of their children over the school year. The latter relationship appears to have practical as well as statistical significance. Prior research suggests that even in relatively standardized achievement data the correlation between status and growth appears to be about 0.10. Hence the figure of 0.307 between status and growth appears substantial.

16. Ziller, Robert C. and Others. Self Esteem: A Self-Social Construct. A Technical Report. Project 0001. Jul 69, 39p. ED 033 431

*Peer Acceptance; *Personality Theories; *Self Concept; *Self Esteem; *Sociopsychological Services; Educational Research; Measurement Instruments; Relationship; Research Projects

Self-esteem is defined within a context of self-other orientation, and an instrument is described which is designed to measure the evaluation of the self in relation to significant others using topological representations of self and others and involving limited verbal demands. The results of a program of research are described which emanate from an evolving theory of social self-esteem. The results suggest that self-acceptance and social acceptance are inextricably combined and raise serious doubts about the meaning of earlier results concerning self-esteem which were based upon verbal self-reports.

From Journal Literature (CIJE)

1. Sweet, June E.; Thornburg, Kathy R. Preschoolers' Self and Social Identity Within the Family Structure. Journal of Negro Education, v40 n1, pp22-27, W 71. EJ 037 244

*Family Structure; *Self Concept; *Identification (Psychological); *Social Experience; Role Perception; Negro Youth

D. Enhancing the Preschooler's Self-Image in the Classroom

From Microfiche Collection (RIE)

1. Ego Development Guide for Primary Grade Teachers, K-3, Project Beacon. [65], 54p. ED 025 813

   *Culturally Disadvantaged; *Elementary School Students; *Individual Development; *Negro Youth; *Self Concept; Identification (Psychological); Self Esteem; Teacher Role

Self-concept theory maintains that a person's behavior is primarily influenced by his feelings about self. Since a child's self-concept emerges from social encounters, and school situations make up a large portion of such encounters, it is felt that teachers would benefit from increased understanding of the formation of self-concept, self-confidence, and social relations competence. Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum.

2. Nimnicht, Glen P. A Revision of the Basic Program Plan of Education at Age Three. Aug 70, 37p. ED 047 774

   *Intellectual Development; *Learning; *Program Descriptions; *Self Concept; Elementary Education; Inservice Programs; Objectives; Parent Participation; Preschool Children; Program Evaluation; Teacher Aides; Teacher Education

A model responsive educational system being evolved by the Far West Laboratory is designed to serve children from ages 3 to 9. The major objectives of the educational system are to help children develop self-concept as it relates to learning in the school and the home, and to develop intellectual ability. An autotelic environment is stressed. The system integrates four component parts: (A) Head Start, (B) Follow Through, (C) Parent-Child Library, and (D) Day Care Program. Component E, the systems component, can stand alone or become a part of the total system. The timetable charts span 1966-76 and indicate the number of years involved in program development, training tasks, parent involvement activities, implementation in classrooms, evaluation for each component and for the total system. Feedback from the Head Start component has already provided enough information to permit this first revision of the basic plan and to reshape the tasks and objectives of subsequent phases.

3. Sanoff, Joan. Self Awareness Through the Creative Arts. May 71, 28p. ED 051 338

*Changing Attitudes; *Creative Activities; *Self Concept; *Teacher Aides; Art Activities; Art Education; Career Ladders; Creative Writing; On the Job Training; Painting; Self Esteem; Self Expression; Sensory Experience; Visualization

The development of a positive self concept through various art forms provides the foundation for an exploratory course presented to a group of enrollees in the New Careers Program. The students, whose work is here presented, are receiving on-the-job training in child development centers while receiving classroom instruction to prepare them as pre-school assistant teachers. The New Careers Program seeks to create a category of jobs in thehuman service field which will provide a "career" ladder through which individuals of low income and minimal education can progress from an entry level position up to a professional rank if educational requirements are met. Exercises centering on the creative arts can be designed to modify the self concept and self esteem of students. The quality of the environment provides the raw materials upon which children can project themselves: art, poetry, dramatics, and choice of books. Genuine liking and respect for children is considered shown by offering such opportunities for the development of individuality.

4. Schultheis, Sister Miriam. Building a Better Self-Concept through Story Book Guidance. Jun 70, 6p. ED 044 251

*Bibliotherapy; *Childrens Books; *Self Concept; Elective Reading; Independent Reading; Reading Material Selection; Story Reading

Bibliotherapy, identifying with a storybook character, is one of the best ways for a child to gain insight into himself and to have a better understanding of himself and others. To begin this technique, it is necessary for the teacher to become well-acquainted with children's books so that he may be able to give capsule summaries of appropriate stories when the right time comes. The teacher might also categorize books for easy access according to children's problems and needs. Such categories might include problems of (1) appearance; (2) physical handicaps; (3) siblings, place in family, new baby; (4) acceptance by peer group or by oneself; (5) atypical unhappy home situation; (6) economic insecurity and unsettled living; (7) foreign or different backgrounds; and (8) need for diversion. Group guidance sessions are one of the best ways to introduce bibliotherapy. Examples of books corresponding to children's needs and problems and references are included.

From Journal Literature (CIJE)

1. Pietrofesa, John. Group Work in the Elementary School Guidance

Program. National Catholic Guidance Conference Journal, v15 n2, pp121-125, W 71. EJ 031 821

*Group Counseling; *Group Guidance; *Elementary School Guidance; *Group Experience; *Self Concept; Self Esteem; Discussion Groups; Inner City; Disadvantaged Youth; Negro Students

Several group projects are reviewed which suggest that group work, if well planned and continuous, can be a valuable tool for both trained teachers and counselors in their performance of the guidance and counseling functions, respectively.

2. Jordan, William C. Mirror Image. Grade Teacher, v88 n5, pp100, 102, 104, 106, Jan 71. EJ 032 472

*Kindergarten Children; *Self Concept; *Parent Teacher Relationship

Ways of building positive self-images in kindergarten children are described.

3. Gilpatrick, Naomi. Power of Picture Book to Change Child's Self-Image. Elem Engl v46 n5, pp570-74, May 69. EJ 005 596

*Childrens Books; *Incidental Learning; *Self Concept; Literature; Pictorial Stimuli; Symbols (Literary)

It is suggested that the picture book has the power to build new self-images for the young child. Norah Smaridge's Peter's Tent is reviewed.

4. Berretta, Shirley. Self-Concept Development in the Reading Program. Reading Teacher, v24 n3, pp232-38, Dec 70. EJ 031 479

*Reading Programs; *Self Concept; *Conferences; *Small Group Instruction; *Success Factors; Individualized Instruction; Interaction; Personality; Reading Interests; Learning Activities

Additional References

For additional information relating to each of the categories considered the reader is referred to the following:

I. Self Concept Formation and Implications for Education
- ED 046 542
- ED 023 455
- ED 026 681
- ED 023 766
- ED 041 634

II. Programs with a Focus on Developing Self-Concept
- ED 027 076
- ED 024 087
- ED 033 978
- ED 039 926
- ED 022 812
- ED 021 930
- ED 045 177
- ED 042 518

III. Guides for Enhancing the Pre-schooler's Self-Image in the Classroom
- ED 020 009
- ED 011 904
- EJ 014 798

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